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AUTHOR Benford, John Q.
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ABSTRACT

The joint planning phase of a multi-phase research, planning, and demonstration undertaking in the area of library resources and services for students in Philadelphia is covered in this report. The major activities reported include (1) development of processes for joint planning by the co-sponsoring organizations, (2) identification of "candidate" areas for the demonstration program and selection of the target community, (3) communication with target community leaders, (4) development of a profile of the community, (5) development of the demonstration plan idea, and (6) identification of facilities to house the demonstration program. (A special supplement to this report is available as LI 003328) (Author/NH)

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PROGRESS REPORT
Covering Phase III, June 15, 1970 - June 14, 1971
Project No. 8-0519
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STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHIA
PHASE III

John Q. Benford
School District of Philadelphia

June, 1971

The research reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

LI 003 327

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INTRODUCTION

This report covers the joint planning phase of a multi-phase research, planning, and demonstration undertaking in the area of library resources and services for students in Philadelphia. Since its inception in 1968, the project has had joint sponsorship of the School District of Philadelphia, the Archdiocese of Philadelphia, The Free Library of Philadelphia, and certain of the independent schools. Continuous funding for the project has been provided by the United States Office of Education.

Phase I of the project was devoted to research design and to the development and testing of data-gathering instruments. Extensive surveys of students, teachers, library personnel and parents were undertaken in Phase II and the results of that research pointed to serious problems and unmet needs in student learning and media resources and systems, particularly in inner city areas.

As an outgrowth of the research findings, Phase III was developed for the purpose of testing and selecting effective mechanisms and patterns of joint planning by the School District, Archdiocesan schools, The Free Library, and independent schools. This planning was to concentrate on the design of a specific demonstration in one inner city area of an innovative community-based program of learning and media resources and services for students.

Joint planning by the school and public library organizations in Philadelphia was based on the concept that the major problems and needs divulged by the Phase II research could best be met through cooperative action by the school and public library organizations. The objectives set forth were:

1) to develop a program design for a subsequent three to five year innovative media center demonstration,

2) to develop a structure for continuing collaborative planning in one inner city area, and

3) to provide a model for educational resources planning in other areas of Philadelphia and in other large cities.

Planning for the Student Learning Center demonstration entailed a wide spectrum of processes and mechanisms, both formal and informal. At one end of the spectrum, there were written plans, memoranda, outlines, community profiles reviewed and approved in official sessions by the sponsoring organizations. At the other end, there were the many informal contacts - meetings, consultations, phone calls, and round-table discussions - which in all had as much to do with achievement of Phase III objectives as the more formal activities.

This report briefly summarizes the accomplishments of Phase III - the test of joint planning. A special supplement to this report contains a selection of written materials which reflect the dynamics of the planning process.

The major activities covered in Phase III include 1) development of processes for joint planning by the co-sponsoring organizations, 2) identification of "candidate" areas for the demonstration program and selection of the target community, 3) communication with target community leaders, 4) development of a profile of the community, 5) development of the demonstration plan idea, and 6) identification of facilities to house the demonstration program.

Project direction and staffing for Phase III has been provided through the Student Library Research Center which has been responsible for the project since its beginning.

I. Activities and Accomplishments

A. Joint Planning

Joint planning among Philadelphia school and public library organizations during Phase III has proved most fruitful in terms of achieving the goal of developing preliminary plans for an inner city demonstration project. At the completion of Phase III, there is agreement among the organizations on 1) the concept of a student learning and media center demonstration in one inner city community, 2) the target community for the demonstration, 3) the Administrator for the demonstration center, and 4) the proposals for funding the demonstration phase.

Research and planning were undertaken in Phase III in other important areas on which final decisions will be made jointly by the co-sponsoring organizations and the target community in Phase IV. These include 1) the nature, composition, and appointment of an advisory council representing the target community, 2) selection of a suitable facility to house the demonstration center, 3) recruitment and appointment of staff and consultants for the center, 4) goals and objectives for the demonstration program, and 5) survey of the target community to obtain additional information on community needs, aspirations, and interests. Since the center is conceived as a collaborative undertaking by school and public library organizations and the target community, the ideas and interests of personnel in the co-sponsoring organizations and by leaders in the community have been solicited by the Research Center staff with the objective of accelerating the decision-making process after funding for Phase IV has been obtained.

Further, the Research Center's staff had discussions with officials and program supervisors of the school and public library organizations around a variety of major problems divulged by the project research.

The joint planning processes established during Phase III will be employed in seeking solutions to a number of these problems.

1. An informal "executive committee", composed of the Deputy Superintendent and the Director of Federal Programs for the School District, the Director of the Free Library, and the Archdiocesan Director of School Libraries was utilized by the Research Center to obtain clearances and approval of major planning decisions required prior to community involvement.

2. An Inter-Agency Committee, established in June 1968 as the coordinating agency for the Project, was also active in the joint planning. The Committee is composed of administrative, supervisory educational and library personnel of the school and public library systems; teachers, parents, and students; and representatives of the college and university libraries. This Committee has functioned in a largely advisory capacity to the Project's Research Center. Materials on 1) criteria for selection of "candidate" target communities, 2) profiles of the communities and 3) recommendations of the co-sponsoring agencies on the target area were

reviewed with the Inter-Agency Committee. A meeting of this Committee was held in June 1971 at which accord was reached on both target area selection and other plans for the Center.

3. Communication channels were established between the Research Center and the co-sponsoring agencies and, following its identification in December, 1970, with the target community. These channels took the form of personal, frequent contacts by the Research Center Director and the Community Relations Coordinator with officials and program personnel of the co-sponsoring agencies and with selected leaders of the target area. This was begun in August 1970, and has continued throughout Phase III and beyond. Supplementing these personal contacts, special written materials, such as a concept paper on the Center, target area criteria and profile, were submitted to these individuals for information and review.

4. The target area community has been involved in planning through frequent informal contacts by the Project Director and the Project Community Relations Coordinator since September 1970. More than thirty community leaders have been contacted, and the communication channels have been kept open as plans and new ideas come to fruition. Several of these leaders endorsed and signed the proposal funding Phase IV by the U. S. Office of Education. It is probable that some of these people will be members of the Community Council, which will be an integral part of the planning and consultative process throughout the next phase of the Project.

B. Selection of a Target Community for the Demonstration

One of the major activities of Phase III was the selection of a target area. Analysis of data compiled during Phase II of the Project indicated that the unmet needs and problems of students related to library and learning materials and services are accerbated in the more depressed economic areas of the City. In spite of special efforts over the past decade by the City's school and public library organizations to strengthen library resources, facilities, and services in these areas, there are serious unmet needs and problems.

With this knowledge in hand, the Research Center staff began the tasks of 1) identifying "candidate" communities with the greatest unmet need, as well as with some potential for benefiting from an innovative library-learning center, and 2) selecting the target community from the list of candidate communities. Ten communities were identified on the basis of the following criteria, which were developed by the Research Center staff:

(1) Socio-economic status

The schools in the community rank higher in the number of Aid to Dependent Children cases and lower in terms of median income than those for the City as a whole.

(2) Educational needs

(a) On the average, students in grades 1 through 6 in the community are performing at levels below those for the City as a whole.

(b) Teacher inexperience and teacher turn-over rates are higher than for the City as a whole.

(3) Library resource needs

(a) The elementary schools in the community do not have exemplary library programs. An exemplary program is one that demonstrates above average use of its materials, has an above average number of printed and A-V materials and equipment, has a full-time, professional librarian, and serves as a learning center for the school.

(b) The community either is served by a traditional public library (one with little or no community-related programs) or is not served at all (the nearest public library is more than 1/2 mile from the center of the area), and there is no regular bookmobile service in the community.

(c) No new public library is planned for the community within the next five years, and no innovative library demonstration programs are in operation or planned before 1975.

(4) Community's potential for success in a demonstration project

(a) The community has indigenous leadership actively engaged in improving and strengthening the community as a whole.

(b) There is evidence of community concern about library resources for children and their parents.

(c) There is evidence of community receptiveness and cooperation in a library demonstration program.

The next step was to determine the boundaries of each community and identify the target student populations of each. Since the prescribed area of service for a public branch library of the Philadelphia Free Library is a 1/2 mile radius or approximately 10 square blocks, the same standard was used to determine the size of the candidate communities. It is conceivable, of course, that a demonstration center could serve students living outside the ten-block area, as do some branch libraries. Additional information on needs and problems and interviews were held with community representatives and workers in each of the ten communities.

With the information in hand, profiles and maps were prepared for the communities (See appendix A), and these were submitted to the school and public library officials and staff. Following informal discussions by the Project Director with each of the co-sponsoring agencies, a formal meeting of the Deputy Superintendent and Director of Federal Programs of the School District, the Director of the Free Library, the Archdiocesan Director of School

Libraries, and the Research Center staff was convened on December 9, 1970. The purpose of the meeting was to identify the target community for the proposed demonstration project. The profiles of each community were reviewed, and Mr. Hart, the Project's Community Relations Specialist, summarized the judgements of the communities' leaders. There was unanimous agreement of those present that the area most suited to the proposed demonstration center would be a combination of two of the areas under consideration: the Christian Street Community and the South-Central Community. (See Appendix B)

The Christian Street and South Central Community

The Christian Street and South Central Community encompass the area from Lombard to Wharton Streets and from 10th to 24th Streets. It is a typical inner-city community characterized by crowded schools, blighted properties, and inadequate play areas. Plans for a crosstown expressway, which would have isolated the community from the richness of cultural and educational resources adjacent to it in the center city area, have been abandoned. Because of the uncertain situation created in past years by the proposed expressway funds that might have been available for community projects have not been forthcoming. Local initiative is now evident and the area is in need of the kind of demonstration center here proposed.

There are 9,100 students within this area: 731 pre-school and kindergarten students, 6,263 elementary school students and 2,106 secondary school students. The school population is composed of 86% Black, .6% Spanish, and 13.4% Caucasian. Approximately 66% of the students are from low income families.* The districts in which the community is located fall in the 8th decile rank with respect to the percent of families receiving Aid to Dependent Children (10 is the highest rank). In terms of academic achievement level of public school students, the districts rank 8th (10 is the lowest rank).

Data on physically and mentally handicapped students resident in the area were not available, but will be compiled during Phase IV when further information is obtained from the schools and the community survey.

School libraries within the community have about 7.4 books per student in the collections, less than one-half the number required by national standards. Circulation of printed materials in school libraries is .9 per student, but the circulation per school varies from 2.2 to .2 materials per student. There is no public library within the area and no plans have been made to establish one in the community.

There are a considerable number of individuals and organizations working for the improvement of the community. The Ridgeway Action Council has been active in converting a four-acre site into a recreation area. The Rebound Ad-hoc Committee has formulated plans for a community-operated day-care program and a youth health program. The Southeast

* Families with incomes of $3,000 or less.

Philadelphia Community Corporation in cooperation with Pennsylvania Hospital has established a community health center. In addition to these programs, there are Get-Set and Follow-Through Programs in several schools, a tutorial service for children in-patients at Children's Hospital, a special intensive learning center in the Durham School that seeks to involve the entire family in the educational process, and a modern Montessori educational program serving 200 children in one parish.

On the basis of discussions with more than thirty community leaders, it is clear that the target community has the interest and potential for making the proposed demonstration center a viable and important part of the community structure. Everyone contacted thus far by the Community Relations Specialist and Director of the Student Library Research Center has expressed enthusiasm for the proposed demonstration, and some have offered the facilities and services of their organizations in setting up the Center.

C. Community Involvement

Ronald W. Hart, a community relations specialist with years of experience working in Philadelphia inner city communities, joined the Research Center staff as a Community Relations Specialist in August, 1970. His knowledge of various inner-city communities and projects was very useful in the selection and profiling of the ten candidate communities and in the final narrowing of choice to the Christian Street-South Central area.

Once the target area was selected, Mr. Hart concentrated his efforts in that community, talking with many individuals and meeting with community groups to discuss the proposed Center. These contacts in the community have served 1) to inform community leaders about the proposed Demonstration Center, to gauge their interest in the project and to obtain from them a prognosis on interest and response by various segments of the community; 2) to obtain further information about needs and resources in the community which would be related to the proposed Demonstration Center; and 3) to seek assistance in locating a suitable facility as well as identifying individuals who might serve on the community board or in professional or para-professional capacity as Center staff.

Without exception, every person interviewed expressed positive response to the proposed Demonstration Center. Many were highly enthusiastic and indicated a willingness to assist in various ways. (See Appendix C) At this juncture, the question arose as to whether the opinions of these leaders accurately reflected the view of the community. It was decided that a more definitive assessment of the community attitudes and needs should be determined through a direct survey.

D. The Community Survey

While specific plans for a survey will not be completed until Phase IV of the Project, the Research Center staff began the development of plans for a survey. The survey will involve community residents, both as interviewers and interviewees; it will also involve some of the individuals, agencies, and

groups that may be called upon later to support the Center's programs. Thus, through these early involvements the project will be disseminating information about the Center, as well as gathering data. With this survey, the Center will begin to convey the idea that the project is a participatory one. It will be planned with the community and will reflect the needs felt by the community.

E. The Community Council

The co-sponsoring agencies, selected leaders in the target community, and the Research Center staff have been discussing and developing ideas for the Community Council which will be established during Phase IV of the Project. While specific composition and duties of the Community Council have not yet been finalized, certain elements have been determined. These include: 1) broad-based representation of various segments of the community -- students, parents, schools, community organizations, churches; 2) bringing the Council in on the initial planning of the Center and 3) having the co-sponsoring organizations related in some clearcut fashion with the Council.

F. Establishing a Site Office

Much consideration has been given to the idea of housing Demonstration Center staff in temporary office space within the target area until a facility for the Center has been readied. This would make staff members more "visible" in the community and enhance the opportunities for interaction between staff and residents, community groups, and agencies in the area prior to the opening of the Center. Efforts to locate such space are under way.

G. Investigation of Sites and Facilities

The Research Center staff, with the assistance of the Real Estate Office of the School District of Philadelphia, has made a thorough investigation of the target area, seeking suitable sites and facilities for the Center. Certain criteria have been established for site and facility selection:

1) The site should be at, or close to, an intersection of busy, well-lighted streets and near the geographic center of the community.

2) The facility should contain at least 10,000 square feet and preferably 15,000 square feet, with at least half of the floor space on the ground floor;

3) The facility should be attractive in appearance, be in reasonably good physical condition, have the necessary utilities (heat, electricity, and plumbing) in good working order, and require only minimal renovations;

4) Occupation of the facility should be arrangeable on a multi-year basis, but rental or lease should be on a year-to-year basis.

A list of possible sites and facilities is being prepared, together with an assessment of the advantages and disadvantages of each. Cost estimates for renovations will be obtained for the most suitable sites.

A grant request for L.S.C.A. funds has been prepared and will be submitted to the Pennsylvania State Library in the first quarter of Phase IV. Part of these funds would be applied to the renovation, furnishing, and maintenance of the physical plant.

H. Program and Collection

Since the development of specifications for the Center's program and collection as well as the selection and acquisition of materials and equipment will be time-consuming, preliminary plans are being made for consideration by the Inter-Agency Committee and the Research Center staff. Educational and library experts in the Philadelphia Area have been consulted about various programs and kinds of materials and equipment on display in two centers, and Miss Evangeline Ftergiotis, the Research Center's multi-media consultant, is preparing a detailed list of A-V materials and equipment tailored to the project for review with the project staff.

Up to this time, these activities have been exploratory in nature, but with the hiring in June, 1971, of Charles Peguese as Director of the Learning Center and with accelerated efforts to recruit professional staff during Phase IV, more definitive information will be available to expedite plans for program and collection.

I. Development of the Demonstration Plan Concept

An overall, generalized plan and evaluation design for the demonstration center was developed as the basis for estimating staffing, facility, materials, equipment, and operating budget requirements for the next three years. These estimates were reviewed and approved by the sponsoring organizations in April, 1971; selected specifications are presented in the special Supplement to this report.

II. Dissemination Activities

An article entitled "The Philadelphia Project" written by the Project Director (See Appendix D) was published in the Library Journal (June 15, 1971). The article gave the background and history of the Project, discussed the research design, implementation and results, and plans for the experimental learning center. Plans have been made for wide distribution of 10,000 reprints of the article and the Journal's editorial which commented on the Philadelphia Project (See Appendix E).

In February 1971, the Project Director delivered a major address to the New York State School-Public Library Conference in Syracuse. In June, he attended the National Conference of the American Library Association in Dallas, Texas, where he made five formal presentations about the Project to the following groups: Children's Services Division Board; Large Urban School Libraries Committee; Young Adult Services Division Board; Public Library Association Executive Board; and the American Association of School Librarians Board. At the same conference, the Project Director had a number of informal discussions with school and library professionals, O.E. representatives, editors and others.

Dissemination of project activities and plans to the target community through informal contacts by Ronald W. Hart has been noted earlier in this report.

Dr. Lowell A. Martin, Professor of Library Science at Columbia University and special consultant to the Student Library Resource Project, is preparing the first in a series of concept papers which will be circulated to professionals and community leaders in an effort to create greater understanding of the nature and goals of the Project.

III. Capital Acquisitions: None

IV. Data Collection: None

V. Staff Utilization

The Research Center staff complement for Phase II continued into Phase III, under John Q. Benford as Project Director. Several changes in staffing occurred during the year.

1. Thomas E. Entenmann, who had served as project liaison staff with the School District for more than two years, left the Center in September, 1970 to take a permanent supervisory position with the School District.

2. Claire K. Schultz was appointed as Research Scientist at the beginning of Phase III. Mrs. Schultz resigned in April of 1971. Selection of a staff member to replace Mrs. Schultz will be completed early in Phase IV.

3. Ronald W. Hart joined the Center staff in August, 1970 as Community Relations Specialist. Mr. Hart, who lives in the target area community, established and enhanced the community relations component of the project during Phase III. He will be transferred to the proposed Student Learning Demonstration Center staff in Phase IV to work directly with the community.

4. Charles R. Peguese was selected as Administrator of the Learning Center and was brought on the Research Center staff in June, 1971 in anticipation of a grant award to facilitate development of the plan for the Demonstration Center.

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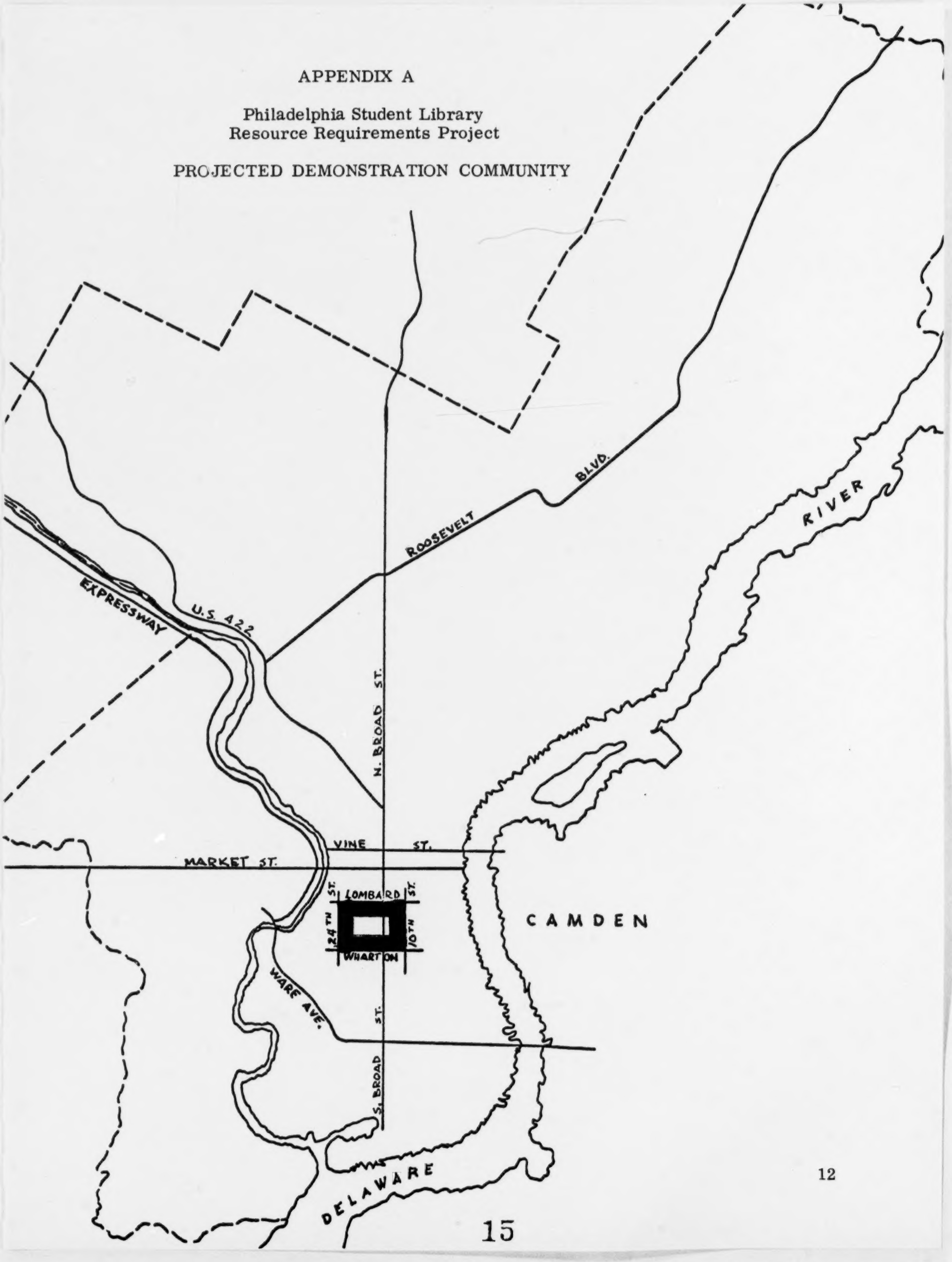
APPENDIX A

Philadelphia Student Library
Resource Requirements Project

PROJECTED DEMONSTRATION COMMUNITY



CHRISTIAN STREET - SOUTH CENTRAL COMMUNITY

Lombard Street to Wharton Street; 10th Street to 24th Street

Nearest Branch Libraries - Southwark, 7th and Carpenter Streets; Philadelphia City Institute, 19th and Locust Streets; and Queen Memorial, 1315 Pt. Breeze Avenue

SCHOOL LIBRARIES - CIRCULATION AND COLLECTIONS

	AVERAGE WEEKLY CIRCULATION			LIBRARY COLLECTION				
Schools	Student Enrollment	Printed Materials Per Student	Decile Rank	Number of Volumes in School Library Collection	Number of Volumes Per Student	Student Achievement Level Decile Rank*	% of Students in Families with Low Incomes*	Low Income Families Decile Rank*
St. Anthony	297	.8		2,052	6.9			
St. Charles	629	.4		1,335	2.1			
St. Paul	576	.3		3,297	5.8			
St. Peter Claver	204	1.7		1,920	9.4			
St. Rita	374	1.0		2,358	6.3			
St. Theresa	306	.6		1,264	4.1			
Arthur	597	.6		4,200	7.0			
Barrett Jr. H.	1,242	.2		10,164	8.1			
Bartlett Jr. H.	856	.5		7,126	8.3			
Durham	246	2.2		3,526	14.3			
Hawthorne	504	1.2		3,824	7.6			
Jackson	445	1.1		3,975	9.0			
Landreth	812	.5		4,000	4.9			
Pierce	595	.7		4,800	8.1			
Smith	709	1.0		7,918	11.2			
E. M. Stanton	601	.4		4,400	7.3			
Totals	8,993	.8	7	66,159	7.5	8	69%	7

District Decile Rank - Districts 2* and 3*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
		District 2		
8	6	5	6	8
		District 3		
7	6	4	7	7

*Data apply to public schools only.

APPENDIX C

March 2, 1971

To: File

From: Ron Hart

Re: Selected responses of community leaders and individuals who live and/or work in the South/Central Community regarding the proposed demonstration "Center".

Mr. Darrow Andrews, Field Worker, South District,
Youth Conservation Services
City of Philadelphia

..... "a badly needed facility for this area, please do not hesitate to contact for assistance in relating to or planning programs for "hostile" youth groups in the area."

Mrs. Rachel Waters, Acting Director,
John Gloucester Community House
22nd Federal Street

"I've always been concerned about the lack of use of the branch library not two blocks from here, I'm certain the combination of exciting facility and unique program you envision would provide a welcoming situation the people could not ignore."
..... "more than happy to lend our full cooperation."

Rev. Laurence Henry, Pastor, Union Baptist Church
19th Fitzwater Street

"..... as one who has always been concerned with the interaction of the family group, a "Center" like this could possibly make a positive impact on every other institution in the community".

Mr. Joseph Wiggins, President, Ridgeway Action Council
1223 Christian Street

"A needed addition to the Community. If only we could get this facility located in the Old Ridgeway Library, as we have finally succeeded after 4 years to have the grounds surrounding it converted for recreational use, the combination of activities would be a natural."

Mr. George Peoples, Director of Community Organization
Rebound - Child Development Program
1427 Catherine Street

"Although our program is meeting the medical and dental needs of the youth in our target area, there remains a definite need for a facility and/or program outside the established educational system, which can fill the creative, cultural and special interest educational needs of these youth.

Mrs. Florence Sexton, School-Community Coordinator, Stanton School Chairman, Rebound Ad Hoc Community Committee

"Badly needed, if you are sincere about the community's part in this project, our group would endeavor to support the project and help to mobilize full community support and participation."

Mr. William Morton, Executive Director
Christian Street Y.M.C.A.
1724 Christian Street

"..... this is an area (library facility) which greatly concerns us, we had designated one of our former game rooms as a library and had collected a large number of books to stock it. Then, the School District asked for additional space for its Get Set program, and the library plan had to be abandoned temporarily. We are getting ready to build a new and larger multi purpose facility, and it would be wonderful if there were some way of housing the "Center" within it."

"Mr. George Scott, Chief of Real Estate Evaluation
Philadelphia School District
Member Board of Directors
Christian Street Y.M.C.A.

"As a resident of this community for the past 27 years I have always been concerned about the inaccessibility of our libraries, as a matter of fact there is a store front property at 1730 Christian Street, for which I have been paying rent for the past 8 months. When the "library project" at the "Y" was temporarily abandoned, it was my intention to set up shelving and the books we had collected, in this property. However, it was determined the flooring structure would not support the weight. You can expect my full cooperation and that of the "Y" and its Board of Directors I am sure."

Father Charles Dennis, Pastor, St. Theresa's Church and School
Broad and Catherine Streets

"Without seeing our school library, you realize the need for the program and facility envisioned, after seeing our library you realize even more." (St. Theresa's school library is about 7 1/2 x 11' sq. feet with a collection of about 700 - 900 books).

Father George Vermeiren, Pastor, St Charles Borromeo Church and School
20th and Christian Street

"We have seen how the community responds to something good (St. Charles sponsors a Montessori School at 1941 Christian Street) there is no question of the good and the need of such a facility in our community, you can count on our support and cooperation."

Mrs. Doris Reddick, School-Community Coordinator
Stanton School

"Many parents have expressed to me their concern at the relative lack of creative, cultural and recreational activities available to their children after school hours, I'm certain this project would gain their support and participation."

Mrs. Lore Rasmussen, Curriculum Specialist, Durham School Intensive
Learning Center
16th and Lombard Streets

"Precisely the type of innovation needed in many of our institutions, but pay particular attention and not let the project become overrun with "professionals" at the expense of putting-down community input, many community people have much to offer in the way of advice and skills.

Rev. J. H. Lester, Pastor, Ebenezer Seventh Day Adventist Church
15th and Christian Street

"..... wonderful proposal, and you can expect full support of myself and the members of my congregation. I am extending an invitation to address the congregation about the project at some future date." (Rev. Lester and his members have recently formed a group, the South Philadelphia Neighborhood Community Education and Service Program, which offers courses for adults, tutoring for students and free child care service while parent is attending course.)

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

INTERAGENCY COMMITTEE

Mr. David A. Horowitz, CHAIRMAN
Deputy Superintendent for Instruction
School District of Philadelphia

Philadelphia School District

Dr. I. Ezra Staples
Associate Superintendent for Instructional Services
Mr. Edward K. Brown
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Mrs. Joan B. Myers
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Miss Dorothy Hopewell
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Mrs. Benjamin A. Johnson
Teacher, Albert M. Greenfield School
Mrs. Lauretta Campbell
Parent
Mrs. Arnold V. Giusini
Parent
Mrs. Joseph Robinson
Parent
Miss Peggy S. Hatton
Student, William Penn Girls High School
Mr. Samuel Powell, Jr.
Student, South Philadelphia High School

Philadelphia Archdiocese Schools

Sister Mary Arthur
Director of School Libraries
Mr. Edward Purnell
Director of Secondary Education
Mrs. Odelia Lee
Teacher, John W. Hallahan High School
Mrs. Jeanette C. McLaughlin
Parent
Miss Sinah Lacey
Student, John W. Hallahan High School
Mr. John Hyduk
Student, Northeast Catholic High School

Independent Schools

Miss Agatha M. Keliher
Headmistress, Springside School
Mrs. Isabella Schlosser
Librarian, Springside School
Mr. Anthony Ridgeway
Librarian, Episcopal Academy
Mrs. Sarah Woy
Parent
Mr. Bryan MacInnes Jr.
Student, William Penn Charter School

Free Library

Mr. Keith Doms
Director
Miss Marie A. Davis
Associate Director
Mrs. Carolyn W. Field
Coordinator, Office of Work with Children
Mrs. Peggy Glover
Coordinator, Office of Work with Adults and Young Adults
Miss Elizabeth J. Keen
Young Adult Specialist

Institutions of Higher Education

Mr. Wilfred Frisby
Director of Library Services
Philadelphia College of Textiles and Science
Mr. Sidney August
Head Librarian
Community College of Philadelphia
Mr. Arthur Hamlin
Director of Libraries
Temple University
Mr. Richard De Gennaro
Director of Libraries
University of Pennsylvania
Mr. Richard Snyder
Director of Libraries
Drexel University
Brother Thomas Warner
Director of Libraries
LaSalle College

Project Consultant

Dr. Lowell A. Martin

Project Advisor

Mr. Emerson Greenaway

John Q. Benford has been Director of the Philadelphia Student Library Resource Requirements Project since it began. He is Director of Library Program Studies for Government Studies and Systems, Inc., a subsidiary of Mathematica. Before joining GSS he was for 21 years on the research staff of the University of Pennsylvania's Fels Institute where he specialized in research and studies for government